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EDUCATION WEEK

American Education's Newspaper of Record / $2.00 | Volume VI, Number 21 · February 18, 1987 | *© 1987 Editorial Projects in Education*

Thorny Issues Face Planners of Board To Certify Teachers

Divergent Views on Shape Of Panel May Be Emerging

By Lynn Olson and Blake Rodman

Although they have already met three times, members of the planning group working to establish a national certification board for teachers say they have just begun to address the hard issues involved in creating a powerful new force within the education community.

If a national board becomes a reality, it could eventually determine who could enter the profession, how teachers should be trained, what their ethical code of behavior should be, and how their status would be viewed by the public at large.

NEWS ANALYSIS

Those chosen to sit on the board, therefore, would wield substantial power.

"Once the board is in place, the profession will find itself, for the first time, in control of the definition of what it means to be a professional teacher," states the report of the Carnegie Task Force on Teaching as a Profession, *A Nation Prepared: Teachers for the 21st Century.*

The board itself will determine how high standards for national certification should be, what the examinations should look like,

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FRANK KENADOPE SECONDARY SCHOOL

Students from Central Park East Secondary School in New York City, one of 11 cores schools in Theodore R. Sizer's Coalition of Essential Schools.

'Less Is More'

Coalition Rethinking the Basic Design of Schools

By Lynn Olson

One of an occasional series of articles examining major initiatives to restructure schools and teaching.

PROVIDENCE, R.I.—Hope High School is a comprehensive, urban school struggling to improve its image. Most of its 1,050 students come from low-income minority families here, and the dropout rate is about 40 percent.

Some 200 miles away in New York State, not far from Manhattan, Bronxville High School seems a world apart. An affluent college-preparatory school, Bronxville enrolls 750 students who generally score well on standardized tests and attend prestigious universities after graduation.

But Hope High shares a common trait with Bronxville: Both are educational mavericks. They are part of a collaborative effort to revolutionize high schools by putting into practice the ideas of Theo-

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Money, Teaching High on Agenda In Legislatures

Finance Reform Likely, State Panel Heads Say

By Tom Mirga

Financing schools adequately, staffing them with competent and well-paid teachers, and running them more effectively top the list of priorities for education-committee chairmen in the state legislatures this year, according to a new survey by the National Conference of State Legislatures.

"Money for education is what the lawmakers needed in 1986, and money is what they want in 1987," said the N.C.S.L. researchers, who polled 104 lawmakers from all 50 states late last year on their views of emerging issues in education.

In addition, the researchers said, recent reports by the National Governors' Association, the Holmes Group, and the Carnegie Task Force on Teaching as a Profession are apparently prompting lawmakers to take a more "comprehensive" approach to upgrading the quality of instruction in their states' public schools.

The researchers also found that school-reform programs implemented in the early 1980's, and their effects on property-poor school districts, have spurred legislators in some states to begin re-examining school-aid formulas.

"Based on their answers to this survey, it is safe to predict a resurgence of school-finance reforms," the researchers concluded.

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Schools Begin To Address Problem of 'Social-Skills Deficits'

By Debra Viadero

When a presentation on "social-skills deficits" was included on the agenda of the National Conference on Learning Disabilities in Washington last month, those who study the problem hailed it as "a giant step forward."

"In all likelihood, a paper such as this would not have been presented five years ago," said Frank Gresham, a professor of psychology at Louisiana State University.

Until recently, experts on the subject say, most researchers regarded social-skills deficits as a stepchild to the study of learning disabilities.

Classified simply as a deficit—not a disorder or a syndrome—the term describes the inability of some children to make friends, carry on a conversation, intuit the feelings of others, and employ a host of other social skills that come naturally to most of their peers.

"Before, we would have said that he or she doesn't have a good personality," said J. Stephen Hazel, a research associate at the University of Kansas' institute for learning disabilities. "There's been a change in our understanding that social skills are skills that can be learned."

Any child can lack adeptness in dealing with others, but children with learning disabilities are most at risk for the problem, experts agree.

And although the precise relationship between academic difficulties and poor social skills remains unclear, a number of school districts have begun to address students' so-

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Bennett's 'Wall Chart' Shows Student Gains Have Reached Plateau

By William Montague

WASHINGTON—After four years of rising test scores and declining dropout rates, the education-reform movement has reached a plateau, Secretary of Education William J. Bennett said as he unveiled this year's "wall chart"—his department's state-by-state comparison of school performance.

Despite a slight upturn in the dropout rate in 1985, "we are holding the ground we have gained," Mr. Bennett said at a press conference last week. Scores on college-entrance tests, he said, remained stable in 1986, following significant improvements in recent years.

"It was not likely that we would repeat last year's dramatic gains every year," Mr. Bennett said. "But if we are to attain the goals we have set for ourselves, we must make progress each and every year."

The much-publicized wall chart, which department officials bill as "the nation's report card," ranks each state on the basis of its test scores and graduation rates, as well as its average teacher salaries and per-pu-

Continued on Page 18

Also in the news

Principals' Salaries Rise By 6.5 %, Study Finds
The average salary for high-school principals reached $47,896 this school year, with the highest-paid principal earning $73,600.
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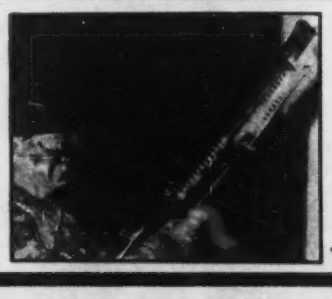

Tennessee National Guard 'Seizes' School
With automatic weapons firing (blanks), troopers launched a mock attack on Fulton High School as part of a program to instill patriotism.
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Efforts Under Way To Add School Funds to Trade Bills
Linking education to economic competitiveness, Congressional Democrats plan to include funds for foreign-language and vocational education.
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IN SUMMARY

'Latchkey' Numbers
Several well-known experts on child care have reacted skeptically to new Census Bureau findings that the number of school-age "latchkey" children is actually well below most earlier estimates. **Story on Page 6.**

Changing Patterns
Segregation by class, rather than by race, "may be on the rise" in the nation's urban areas, according to a new analysis of housing patterns by the Urban Institute. **Story on Page 10.**

Science and Society
Schools should minimize the "trivial pursuit" aspects of science instruction, and emphasize instead the societal context of science and technology, educators argued at a recent meeting. **Story on Page 11.**

A Bicentennial Snafu
In California, a book approved by the state bicentennial commission for sale to schools has prompted a formal inquiry because of its sympathetic portrayal of slave owners. **Story on Page 13.**

Divisions on Impact Aid
A dispute over the formula for federal impact aid has split the group representing districts that receive the aid on the eve of Congressional hearings on the program's reauthorization. **Story on Page 16.**

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EDUCATION WEEK (ISSN 0277-4232) is published 40 times per year (weekly except for the first week in January, the last week in June, the month of July, the first four weeks in August, and the last two weeks in December) by Editorial Projects in Education, Incorporated. Editorial and advertising sales offices are located at 1255 23rd Street, N.W., Suite 775, Washington, D.C. 20037. (202) 466-5190. Subscriptions: U.S.: $47.94 for 40 issues. Canada: $70.94 for 40 issues. Foreign: $112.94(airmail) and $80.94 (surface mail) for 40 issues. Second-class postage paid at Washington, D.C., and at additional mailing offices. POSTMASTER: Send address changes to EDUCATION WEEK, P.O. Box 1939, Marion, Ohio 43305. Volume VI, Issue 21.

Main Editorial and Business Offices
Suite 775, 1255 23rd Street, N.W.
Washington, D.C. 20037
(202) 466-5190

For New Subscriptions, Subscription Problems, and Changes of Address Write to:
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Marion, Ohio 43306

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One year (40 issues) . . . $47.94. Two years: $83. Three years: $119. In Canada . . . $70.94. per year. Outside the U. S. and Canada . . . $80.94 per year for surface mail and $112.94 per year for airmail. Send subscription correspondence to: Education Week, P.O. Box 1939, Marion, Ohio 43305.

Back issues are available at $3.00 each (first class postage pre-paid). Single copies of issue 40 are $18.00. Send order to: Back Issues, Education Week, Suite 775, 1255 23rd Street, N.W., Washington, D.C. 20037.

THE WEEK

NATIONAL

Report Says College Aid Increasing in 26 States

Need-based state aid to college students is expected to rise by 13 percent in the current academic year, but increases are planned in only half of the states, according to a report issued last week.

States are expected to award $1.4-billion to 1.6 million students in the 1986-87 academic year, compared with $1.2 billion in 1985-86, the report states. But it notes that only 26 states are expecting to increase grant aid, while 11 plan to reduce the amount awarded.

The report is based on findings from the 18th annual survey of members of the National Association of State Scholarships and Grant Programs.

"Since 1982, average and aggregate state grants have grown at a faster rate than the average costs students pay," said Jerry Davis, co-author of the report. "That's the good news."

The bad news, he said, is that "the growth has occurred in just about half of the states."

"In the other half," he said, "the costs have risen faster."

The number of aid recipients has risen only slightly, Mr. Davis added, because states tend to raise awards to cover increases in costs. In addition, he said, enrollments have stabilized in many states, particularly in the Midwest and the Northeast.

The survey also found little evidence to support federal officials' claims that states have made up for reductions in federal student assistance, said Mr. Davis, director of research for the Pennsylvania Higher Education Assistance Agency. "Only in a few states are students better off than they were in 1981," he said.

Mr. Davis noted that 11 states award about 85 percent of all grant aid, so policy changes in those states significantly affect national totals.

Copies of the survey are available for $5 each, prepaid, from the Pennsylvania Higher Education Assistance Agency, Research and Statistics, Towne House, 600 Boas St., Harrisburg, Pa. 17102.

E.C.S. Booklet Analyzes Recent Reform Reports

Nine major education-reform reports published since November 1985 share several common traits, including recommendations to enhance the teaching profession, to shift reform efforts to the local level, and to take new steps to address the needs of minorities, according to a new publication from the Education Commission of the States.

"After three years, interest in education reform remains high, and a second generation of reports has developed," states the analysis, "The Next Wave: A Synopsis of Recent Education Reform Reports."

The latest reform reports address more complex issues than their predecessors, according to the E.C.S., including the problems of school dropouts and the need for students to be creative as well as competent thinkers.

Among other documents, the E.C.S. analyzed the reports of the Carnegie Task Force on Teaching as a Profession, the Holmes Group, and the National Governors' Association.

The commission notes that in calling for increased leadership by governors, legislatures, and state boards of education, the reports prompt questions about who should do what as the reform movement continues, and how greater collaboration with educators can be obtained.

Copies of the report, publication No. TR-87-1, are available for $8.50 each by writing Terry Shinkle, the E.C.S. Distribution Center, Suite 300, 1960 Lincoln Street, Denver, Col. 80295, or by calling (303) 830-3692. Bulk rates are available.

Study Examines Injuries In High-School Football

A national survey of high-school sports injuries has found that more than one-third of all football players were injured at least one time during the 1986 season.

According to the study by the National Athletic Trainers' Association, 37 percent of the estimated 1-million varsity and junior varsity football players were sidelined at least once as a result of injury last year. National projections based on a sample of 6,544 players at 105 schools indicate that the total number of injuries, including players hurt more than once, was 636,279.

"The results [of the survey] clearly demonstrate a need for instituting a verifiable health-care plan for every athletic program in the country," the association's executive director, Otho Davis, said in statement accompanying the report.

The study's authors found that most of the football-related injuries were not serious. About 9 percent of the injured players were sidelined for three weeks or more. Seventy-five percent of the injured players recovered in one week or less, and 16 percent in two to three weeks.

The report also included the following findings:

- Approximately 50 percent of the football-related injuries were sprains and strains, and 29 percent were contusions and lacerations.
- The most common injuries were to the hip or thigh (17.9 percent of the total); ankle or foot (16.6 percent); forearm, wrist, or hand (14.6 percent); and knee (14.6 percent).
- The typical varsity team had a roster of 41 players. During the 16-week season between August and November, an average of one athlete per team required hospitalization within 18 hours of injury. An average of one player per team required surgery to repair an injury.

Copies of the report are available by writing the National Athletic Trainers' Association, 1001 East Fourth Street, Greenville, N.C. 27858.

Diploma Said Crucial To 'American Dream'

The vast majority of Americans believes that obtaining a high-school diploma is the most important element of the "American dream," a new poll has found.

Poll takers for the Roper Organization asked 1,650 adults late last year to define the elements of the American dream and to assess their chances of achieving success.

Eighty-four percent of the respondents listed getting a high-school education as the most important part of the dream. Other elements cited were: having freedom to choose how to live, 80 percent; owning a home, 78 percent; having one's children go to college, 77 percent; obtaining a college education, 68 percent; achieving financial security, 64 percent; and doing better than one's parents, 61 percent.

The poll also found that most respondents were more optimistic about their own prospects of attaining success than those of their children.

When respondents were asked to rate, on a scale of 1 to 10, their chances of achieving success, the average response was 8.2. However, 55 percent of those polled said the American dream would be harder to achieve a generation from now.

STATES

Suit Filed To Block Aid For Religious Schools

A class-action suit filed in U.S. District Court is seeking to block New York State from making a $100,000 grant to a Roman Catholic school.

In addition, a separate part of the complaint filed last week seeks to prohibit all New York school districts from lending computer-software programs to sectarian schools and students.

The plaintiffs in the suit, filed in behalf of the state's taxpayers, are members of the Syracuse branch of the lobbying group Americans United for Separation of Church and State.

Two state lawmakers last year inserted into the current state budget the unrestricted $100,000 grant to the Franciscan Academy, a Catholic girls' school in Syracuse. While noting that the money has not yet reached the academy, the complaint argues that providing such funds would "directly benefit" the school's religious mission, in violation of the First Amendment's establishment clause.

In the second part of the suit, the plaintiffs note that New York education law requires school districts

Principals' Pay Rose Over 6% in 1986

By Blake Rodman

The average annual salaries of high-school and elementary-school principals nationwide rose by roughly 6.5 percent in the past year, while the average pay of junior-high-school principals increased by 5.9 percent, according to a new study.

Between the 1985-86 and 1986-87 school years, the average salary for high-school principals rose from $44,986 to $47,896, according to the survey.

Over the same period, it found, the average salary for junior-high principals climbed from $42,365 to $44,861, while the average pay for elementary-school principals jumped from $39,024 to $41,536.

Small school districts reported the highest percentage increases in principals' pay, according to the study, which was sponsored by the National Association of Secondary School Principals.

Top Salaries Exceed $70,000

The top salary reported in the annual survey of more than 1,000 school districts was $73,600, paid to a high-school principal in an unnamed district that enrolls 10,000 to 24,999 students and spends more than $5,000 annually per pupil.

The lowest salary recorded was $23,520, paid to an elementary-school principal in a district enrolling 2,500 to 9,999 students and spending $2,800 to $3,299 per pupil.

Last year, a principal's salary topped $70,000 for the first time, according to NASSP. That high-school principal was paid $72,601. *(See Education Week, Feb. 26, 1986.)*

This year, several school systems responding to the survey reported paying high-school principals $70,000 or more.

The highest-paid junior-high principal earns $69,837, the survey found, while the highest-paid elementary-school principal makes $67,320.

The lowest-paid high-school principal earns $24,000, while the lowest-paid junior-high principal makes $23,520.

The findings of the survey, conducted at the beginning of the current school year for NASSP by the Educational Research Service, were released on Feb. 4 at the association's annual meeting in San Antonio.

An NASSP official attributed the "continued growth" in principals' pay to a recognition by school boards and the nation that "the principal is the key player in improving schools."

Big Raises in Small Districts

While principals in small districts traditionally receive smaller raises than their counterparts in larger districts, such was not the case this year, the survey found.

For example, districts enrolling 300 to 2,499 students provided the highest percentage increases, with the average salary in those districts jumping 9.8 percent for high-school principals, 7.9 percent for junior-high principals, and 8.8 percent for elementary principals.

Salary increases for all principals in larger districts ranged from 4.8 percent to 6 percent.

Assistant Principals

The highest-paid assistant principal, according to the survey, earns $67,160 in a district enrolling 10,000 to 24,999 students and spending at least $5,000 a year per pupil. The lowest-paid assistant principal earns $17,700, it found.

On the average, an assistant high-school principal this year earns $39,758, up 5.7 percent over last year; an assistant junior-high principal makes $37,958, up 5.2 percent; and an assistant elementary-school principal earns $34,347, up 4.4 percent.

Geographically, the study found, principals and assistant principals in the Far West—Alaska, California, Hawaii, Nevada, Oregon, and Washington—earn more than their counterparts in other regions.

Copies of a 13-page report on the survey's findings are available for $1 each from NASSP, Office of Professional Assistance, 1904 Association Drive, Reston, Va. 22091.

Average Salaries Paid Principals and Assistant Principals in Public-School Systems 1985-86 and 1986-87 with Percent Change

	School Year 1985-86	School Year 1986-87	Percent Change
Systems with Enrollments of 25,000 or more			
Principals			
Senior High	47,954	50,515	5.3
Junior High/Middle	44,024	46,139	4.8
Elementary School	41,080	43,259	5.3
Assistant Principals			
Senior High	38,502	40,505	5.2
Junior High/Middle	36,495	38,031	4.2
Elementary School	33,790	35,008	3.6
Systems with Enrollments of 10,000 to 24,999			
Principals			
Senior High	47,301	50,012	5.7
Junior High/Middle	43,429	46,054	6.0
Elementary School	40,140	42,670	6.3
Assistant Principals			
Senior High	38,816	40,877	5.3
Junior High/Middle	36,456	38,645	6.0
Elementary School	32,914	35,260	7.1
Systems with Enrollments of 2,500 to 9,999			
Principals			
Senior High	46,443	49,170	5.9
Junior High/Middle	42,912	45,484	6.0
Elementary School	39,782	42,103	5.8
Assistant Principals			
Senior High	37,873	40,158	6.1
Junior High/Middle	36,392	37,929	4.2
Elementary School	32,189	32,995	2.5
System with Enrollments of 300 to 2,499			
Principals			
Senior High	39,034	42,862	9.8
Junior High/Middle	38,675	41,607	7.9
Elementary School	35,864	39,017	8.8
Assistant Principals			
Senior High	34,573	37,135	7.4
Junior High/Middle	32,582	36,092	10.8
Elementary School	31,893	32,844	3.0
All Reporting Systems			
Principals			
Senior High	44,986	47,896	6.5
Junior High/Middle	42,365	44,861	5.9
Elementary School	39,024	41,536	6.4
Assistant Principals			
Senior High	37,616	39,758	5.7
Junior High/Middle	36,094	37,958	5.2
Elementary School	32,895	34,347	4.4

SOURCE: National Association of Secondary School Principals and the Educational Research Service.

Group Requests Ban on 'Television Interactive' Toys

In its battle against the "commercial abuse" of television programming for children, an industry watchdog group has asked the Federal Communications Commission to bar toy companies from using the airwaves to control the operation of new "television interactive" toys.

Action for Children's Television asked the F.C.C. in a Feb. 9 petition either to ban the use of television for such purposes or to conduct a public inquiry into the matter, said Peggy Charren, president of the Cambridge, Mass., group.

The toys are designed to respond to inaudible signals included in a television program, and, conversely, to allow children to interact with the program through controls on the toy.

For example, Axlon Corp. of Sunnyvale, Calif., has created Tech Force, a collection of 16 characters that fire lasers in response to signals from a television show. The figures can also be controlled by radio signal, an Axlon spokesman noted.

"Pretty soon, Dan Rather will say certain things on the air, and, if you buy a decoder, you can find out what he's really saying," Ms. Charren said. "It's not O.K. to do this on on-the-air television, which is licensed to serve the public."

Said Phil Quigley, Axlon's vice president of marketing: "Our feeling is that it's really a matter of choice. In the toy business, what really sells toys is word-of-mouth, not how much it's advertised."

Action for Children's Television filed its petition to coincide with the opening of the American International Toy Fair in New York City last week. —D.V.

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Rhoda Schneider, General Counsel of the Massachusetts Department of Education; guest lecturer on law and education, Harvard

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Chart Shows Gains Have Leveled Off

Continued from Page 1

pil spending, among other indicators.

Beginning with the first chart, released by then-Secretary Terrel H. Bell in 1983, such comparisons have proven highly controversial. Critics say the process misuses testing data and does not consider differences among the states in size, wealth, and student population.

'Too Simplistic'

"The wall-chart approach has historically been too simplistic," said David W. Hornbeck, superintendent of schools for Maryland and president of the Council of Chief State School Officers.

While endorsing the need to make schools more accountable to the public, Mr. Hornbeck criticized the chart's use of college-entrance examinations. "It relies much too heavily on the [Scholastic Aptitude Tests], even though only one-half of the kids take them," he said.

Mary Hatwood Futrell, president of the National Education Association, was even more critical, dismissing the event as "the Secretary's annual wall-chart follies."

"As indicators of education progress," she said, the statistics "raise more questions than they answer."

At his press conference, Secretary Bennett acknowledged the data's "limitations," but defended the chart as "a useful instrument." The department, he said, is willing to work with the chiefs and with other organizations, such as the National Assessment of Educational Progress, to develop a more comprehensive set of indicators.

Overall, Mr. Bennett stressed, this year's chart is cause for what he termed "operational optimism" about the excellence movement's future.

"If we stay at it seriously and don't pull back because of the wrong kind of opposition," he said, "we'll see continued improvements."

Department officials downplayed the importance of the slight decrease nationally in the graduation rate for high-school students, which fell from 70.8 percent in 1984 to 70.6 percent in 1985.

For the most part, department officials dismissed that statistic as "a blip" that is unlikely to be repeated. The 7,000 additional students who failed to graduate in 1985, Mr. Bennett said, accounted for only two-hundredths of 1 percent of the nation's schoolchildren.

Ramsay W. Selden, director of the state school chiefs' education assessment center, also suggested caution in interpreting the lower graduation rate. A larger number of students, he said, may be remaining in high school for an additional year to meet tougher graduation requirements.

"I would be very reluctant to conclude that the number of dropouts is increasing," he said.

According to the department, the decline in the graduation rate followed several consecutive years of improvement. Between 1982—the baseline year used in all the charts—and 1984, the graduation rate rose from 69.7 percent to 70.8 percent.

This year's chart shows that, while the graduation rate declined in 33 states, it rose in 16. The rate was unchanged in two states—New Hampshire and Pennsylvania.

According to the chart, California, Maine, Connecticut, Minnesota, and North Carolina showed the most improvement in 1985, while Alaska, Ohio, Colorado, Utah, and Nevada suffered the greatest losses.

No Correlation

Mr. Bennett specifically discounted any correlation between the rise in the dropout rate and the stricter standards and more demanding curricula imposed by many states during the reform era.

The evidence, Mr. Bennett said, does not demonstrate that stricter standards increase dropout rates. In fact, he contended, they tend to have the opposite effect. More challenging coursework, he said, exerts a stronger hold on students who might otherwise become bored with school.

"I know it may seem counter-intuitive to some," he said. "But the fact is that if you look at the schools with high standards, that is where you will find the lowest dropout rates."

Many of the states that have increased test scores in recent years, he added, have large numbers of disadvantaged students, such as Alabama, Mississippi, and South Carolina.

For the most part, test results did not change significantly in 1986, according to the department. The average combined score on the mathematics and verbal portions of the S.A.T., which is the main college-entrance test used in 22 states, remained at 906, the same as the year before.

S.A.T. scores rose in 12 states, declined in 7, and remained unchanged in 3, according to the wall chart.

Students taking the American College Testing Program examination registered an average score of 18.8 in 1986, up from 18.6 the year before. Of the 28 states where the A.C.T. is the most popular college-entrance test, 27 showed at least some improvement, while one—Michigan—remained unchanged.

Department officials said seven jurisdictions—Alabama, Arizona, Colorado, the District of Columbia, Georgia, Mississippi, and South Carolina—have recovered at least half of their test-score losses suffered since the 1960's. President Reagan set that goal as a "challenge" to the states during his 1984 re-election campaign.

Only Minnesota has met the president's other campaign challenge: to raise its graduation rate to 90 percent by 1990, Mr. Bennett said.

While the academic indicators showed little or no improvement, school spending was up significantly in 1985, according to the wall chart.

The amount of money spent per pupil rose by about $276 between 1984 and 1985, according to the chart. When adjusted for inflation, 1985 spending amounts to about a 5.3 percent increase.

According to Secretary Bennett, spending rose by 13 percent between 1982 and 1985, after inflation was taken into account.

"American education is not underfunded," he declared, echoing his recent statements in defense of the Administration's proposal to cut $5.5 billion from the education budget.

His critics, however, were quick to disagree. "The Secretary insists further gains can be made by simply redirecting federal dollars," said Albert Shanker, president of the American Federation of Teachers, in a statement. "It would be nice if life was that simple, but it's not."

Ms. Futrell questioned whether the cuts already made in federal education spending over the past few years have left the reform movement "stuck in the mud."

"Could it be that the reduction of federal funding has caused the curve of progress to flatten out?" she asked.

Ms. Futrell also criticized the chart's use of 1980 statistics on the number of children living below the poverty line. By using the seven-year-old data, she contended, department officials greatly understated the scope of the problem.

"There have been any number of surveys showing that the number has increased considerably in recent years," Howard Carroll, an N.E.A. spokesman, said. "We find it interesting that this data is not reflected."

While generally downplaying the importance of additional spending, Mr. Bennett praised the sizable gains in teacher pay documented by the chart. The average teacher salary in 1985 was $25,313, he noted, a 14 percent increase in inflation-adjusted dollars over 1982, and 3.8 percent more than in 1984.

'The Blob'

Mr. Bennett directed his strongest criticisms at what he called "the blob" of educational bureaucrats, who he said are sucking up more and more resources while adding little if anything to student achievement.

"It seems that the blob continues to grow no matter what," he said. While many administrators and principals are doing good work, he said, "The question is: Do we really need all of them?"

Bruce Hunter, associate director of the American Association of School Administrators, blasted Mr. Bennett's remarks as "inflammatory rhetoric," and promised a counterattack.

"We intend to take a long, hard look at the department's administrative costs," Mr. Hunter said. "We will respond to his accusations, and we expect the Secretary to do likewise."

Between 1960 and 1980, Mr. Hunter said, administrative costs increased from 4.5 percent of the average school district's budget to 4.9 percent, a trend that he attributed to the increased paperwork required by school desegregation and such federally mandated programs as special education.

"Unless something has changed radically in the past six years, then the facts are just not there to support his rhetoric," Mr. Hunter said.

Other developments highlighted by this year's wall chart included:

- **Academic bankruptcy.** Seven states—Arkansas, Georgia, Kentucky, New Jersey, Ohio, South Carolina, and Texas—now have laws allowing them to intervene in the affairs of troubled school systems, according to the department.
- **Minimum-competency testing.** Twelve states now require students to pass examinations before being promoted to higher grades. Another 24 states have made such tests a condition of graduating from high school, according to the chart.
- **Teacher accountability.** A total of 41 states have adopted or plan to adopt career ladders, merit-pay systems, or other methods of rewarding teachers based on performance. Another 35 states require new teachers to pass a certification test, and 27 states offer an alternative path to certification for those entering the profession from other fields.

To accompany this year's chart, department officials included a new publication—a booklet that summarizes each state's indicators and compares them with national averages.

FOOTNOTES FOR CHART ON PAGES 20-21

1. Each state's score is shown in the column that designates the test (the American College Testing Program (A.C.T.) or the Scholastic Aptitude Test (S.A.T.)) taken by most college-bound high-school students in the state.
2. Rankings are explained in the following list. A "T" designates a tie.
Columns 1 & 3.....From highest (1) to lowest (28) A.C.T. score
Columns 2 & 4.....From highest (1) to lowest (28) percentage
Columns 5.....From largest increase (1) to largest decrease (28) in scores between 1982 and 1986
Columns 7 & 9.....From highest (1) to lowest (22) S.A.T. score
Columns 8 & 10.....From highest (1) to lowest (22) percentage
Column 11.....From largest increase (1) to largest decrease (22) in scores between 1982 and 1986
Columns 13 & 14.....From highest (1) to lowest (51) graduation rate
Columns 16 & 17.....From highest (1) to lowest (51) salary
Columns 18-21.....From smallest (1) to largest (51) ratio
Columns 22 & 23.....From highest (1) to lowest (51) percentage
Columns 24 & 25.....From highest (1) to lowest (51) expenditure
Columns 26 & 27.....From highest (1) to lowest (51) percentage
Column 35.....From highest (1) to lowest (51) income
Column 36.....From highest (1) to lowest (51) rate
Columns 37 & 38.....From highest (1) to lowest (51) percentage
3. A.C.T. scores and the percentages of graduates taking the exam may not be strictly comparable between 1986 and 1982. The 1986 scores and number of test takers represent data for students who took the A.C.T. exam as seniors, and for those who took the test as juniors but did not take it again when they were seniors. Prior years' scores and numbers of test takers included all test takers.
4. The 1986 estimated percentage of high-school graduates taking the A.C.T. or S.A.T. was calculated by dividing the number of 1986 A.C.T. or S.A.T. test takers by the number of 1985 public and 1986 private high-school graduates. The number of 1986 high-school graduates was not available.
5. The 1982 estimated percentage of high-school graduates taking the A.C.T. or S.A.T. was calculated by dividing the number of 1982 A.C.T. or S.A.T. test takers by the number of 1982 public and 1982 private high-school graduates.
6. The President's 1990 test-score challenge is to regain by 1990 at least half the test-score losses since the 1960's. Since the national 1972 S.A.T. score is about halfway between national S.A.T. scores in 1963 and 1984, when the challenge was first issued, 1972 test scores were used as the 1990 test-score-improvement goal.
7. Graduation rates are for public schools only, because recent data on private high-school graduates were not available by state. The adjusted graduation rate was calculated by dividing the number of public high-school graduates by the public 9th-grade enrollment four years earlier. Ninth-grade enrollments include a prorated portion of the secondary-school students who were unclassified by grade. Graduation rates were also corrected for interstate population migration. Information on the number of persons of graduating age receiving G.E.D.s is not currently available. Details are available upon request.
8. The President's graduation-rate goal is 90 percent. The 1986 adjusted graduation rate was subtracted from this.
9. Average annual salaries of all public-school teachers.
10. The pupil/teacher ratio is the number of public elementary and secondary students divided by the number of public elementary and secondary full-time equivalent teachers.
11. The pupil/staff ratio is the number of public elementary and secondary students divided by the number of public elementary and secondary full-time equivalent staff. The number of staff includes all professional and nonprofessional building and district-level employees; it does not include personnel for contracted services (because this information is not available) or state-level education personnel. Texas, Nevada, Montana, and Connecticut underreport or do not include support staff. The U.S. total has been adjusted for this underreporting.
12. States classified as having minimum competency testing for grade-level promotion include those where either state or local school districts have set standards.
13. States classified as having minimum competency testing for graduation include those where either state or local school districts have set standards. A dash indicates that the state does not have minimum competency testing for graduating classes.
14. States classified under this category have policies to intervene in school districts where students are performing below specified state levels.
15. States classified as having performance-based programs include those that have implemented programs, funded pilots or local programs, or established mechanisms for such programs as of December 1986. A dash indicates that the state does not have a performance-based teacher-incentive program. The programs are:
CL: Career Ladder. States may establish specific career steps tied to increased responsibility and salary for teachers.
TI: Teacher Incentive. States may provide financial incentives (e.g., salary increases, bonuses, grants, etc.) and/or professional rewards for exemplary teachers (e.g., becoming a mentor in a mentor-teacher program).
SI: School Incentive. States may award cash incentives for schoolwide achievement of students (based on improved test scores or attendance) and/or employees (based on improved evaluations, attendance, etc.).
OT: Other. States may provide awards to teachers under a variety of programs that include extended employment opportunities (e.g., providing additional instruction outside the regular teaching day, increasing participation in staff-development activities, etc.) and differential pay for duties and categories of teachers (e.g., coordinators, instructional support teachers, and instructional/administrative specialists).
16. States classified as offering alternative teacher certification have programs to attract qualified candidates into teaching by modifying traditional teacher-training requirements. A dash indicates that the state does not offer alternative teacher certification. The types of certification indicated are:
PR: Provisional. States provide this temporary certification to teachers that teach while concurrently completing state requirements for teacher certification (e.g., additional coursework, seminars, etc.).
IA: Internship/apprenticeship. States provide this certification to candidates that meet minimum requirements (e.g., bachelor's degrees, and/or other subject-area requirements). Teachers assist interns, who at the end of a specified length of time, become certified.
17. This column indicates the test required for new-teacher certification, and the year of implementation. A dash indicates that the state does not have an examination provision for new-teacher certification. The tests indicated are N.T.E., National Teacher's Exam; State, A state-developed exam; Other, Other national or regional exam; NA, An exam is required, but a specific exam has not been selected for use.
18. The percentage of handicapped students includes all handicapped students counted under both E.H.A.-B (94-142) and Chapter 1 of E.C.I.A. (89-313).
19. Alabama, Arizona, Colorado, and Mississippi have recovered their A.C.T. losses since 1972. (See footnote 6 for explanation of 1990 test-score challenges.)
20. D.C., Georgia, and South Carolina have recovered their S.A.T. losses since 1972. (See footnote 6.)
21. New Jersey courts have supported a limited state role in overseeing several troubled school districts; however, new legislation (now pending) will authorize total state intervention in academically bankrupt districts.
22. Washington State is not included among either the A.C.T. or S.A.T. states because fewer than 35 percent of the high-school students took the test.

YEAR AND SOURCES OF DATA, BY COLUMN:

Columns 1 & 3.....Individual State Education Agencies
Column 2.....Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education; (C.E.S.), *Digest of Education Statistics, 1985-86*; C.E.S. and Unpublished Preliminary Data
Column 4.....Individual State Education Agencies; C.E.S., *Digest of Education Statistics, 1985-86*; C.E.S., Unpublished Revised Data
Columns 7 & 9.....The College Board
Column 8.....The College Board; Individual State Education Agencies; C.E.S., *Digest of Education Statistics, 1985-86*; C.E.S., Unpublished Preliminary Data
Column 10.....The College Board; C.E.S., *Digest of Education Statistics, 1985-86*; C.E.S., Unpublished Revised Data
Columns 13 & 14.....C.E.S., Unpublished Preliminary Data; U.S. Bureau of the Census, Unpublished Data; U.S. Bureau of the Census, *Characteristics of the Population, General Population Characteristics, Census of the Population, 1980*, PC 80-1-B
Column 16.....National Education Association, Research Division, *Rankings of the States*, 1986
Column 17.....National Education Association, Research Division, *Estimates of School Statistics* data file
Columns 18, 20, 22, & 24.....C.E.S., Unpublished Preliminary Data
Column 19 & 21.....C.E.S., *Digest of Education Statistics, 1985-86*
Columns 23 & 25.....C.E.S., Unpublished Revised Data
Column 26.....C.E.S., Unpublished Preliminary Data; U.S. Bureau of Economic Analysis, September 1986 Press Release
Column 27.....C.E.S., Unpublished Revised Data; U.S. Bureau of Economic Analysis, September 1986 Press Release, revised 1982 data
Columns 28, 29, & 30.....Education Commission of the States, Clearinghouse Notes, November 1985; Individual State Education Agencies
Column 31.....Southern Regional Education Board, Career Ladder Clearinghouse, 1986—*Incentive Programs for Teachers and Administrators: How are They Doing?*, December 1986; Individual State Education Agencies
Column 32.....American Association of Colleges for Teacher Education, State Issues Clearinghouse, *Teacher Education in the States: 50-State Survey of Legislative and Administrative Action*, December 1986
Column 33.....Education Commission of the States, Clearinghouse Notes, August 1986
Column 34.....U.S. Department of Commerce, Bureau of Economic Analysis, September 1986 Press Release
Column 35.....U.S. Bureau of the Census, General Social and Economic Characteristics, December 1983
Column 36.....Office for Civil Rights, 1984 Elementary and Secondary Schools Civil Rights Survey, National and State Summary of Projected Data
Column 37.....U.S. Department of Education, Office of Special Education and Rehabilitative Services; C.E.S., Unpublished Preliminary Data

Note: All series have been updated using most recent data available. Minor variations in columns from previous charts may therefore occur.

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DATABANK

State Education Statistics: Student Performance, Resource Inputs,

STATE	RANK[2]	STUDENT PERFORMANCE																		
		ACT[1] (28 STATES)						SAT[1] (22 STATES)						GRADUATION RATE ADJUSTED FOR IMMIGRATION AND UNCLASSIFIED STUDENTS[7]		PRESIDENT'S CHALLENGE:	AVERAGE TEACHER SALARY[8]		PUPIL/
		1986[3] SCORE	PERCENT OF HIGH SCHOOL GRADUATES TAKING TEST (EST.)[4] 1986	1982 SCORE	PERCENT OF HIGH SCHOOL GRADUATES TAKING TEST (EST.)[4] 1982	SCORE CHANGE 1982-1986	ACT TEST SCORE IMPROVEMENT NEEDED TO MEET PRESIDENT'S 1988 CHALLENGE[5]	1986 SCORE	PERCENT OF HIGH SCHOOL GRADUATES TAKING TEST (EST.)[4] 1986	1982 SCORE	PERCENT OF HIGH SCHOOL GRADUATES TAKING TEST (EST.)[4] 1982	SCORE CHANGE 1982-1986	SAT TEST SCORE IMPROVEMENT NEEDED TO MEET PRESIDENT'S 1988 CHALLENGE[6]	1986	1982	GAINS NEEDED TO MEET GOAL OF 80% BY 1990[9]	ESTIMATED 1986	1982	1986
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
ALABAMA		18.2 (46)	99.4 (50)	17.8 (50)	90.3 (13)	+1.0 (-13)	MET[10]	-	-	-	-	-	-	63.0 (44)	63.4 (44)T	27.0	$ 22,934 (27)	$15,412 (43)	89.2 (44)
ALASKA		19.1 (20)T	37.4 (39)	19.7 (12)T	31.5 (27)	-0.6 (39)	1.9	-	-	-	-	-	-	67.1 (18)	64.3 (41)	22.9	41,488 (-1)	31,924 (-1)	19.0 (10)T
ARIZONA		19.3 (-9)T	36.8 (29)	19.7 (12)T	41.2 (28)	+0.6 (-21)T	MET[10]	-	-	-	-	-	-	66.0 (29)	63.4 (44)T	25.5	26,880 (22)	19,231 (23)	17.6 (42)
ARKANSAS		18.1 (29)T	35.8 (34)T	17.7 (29)	36.1 (11)T	+0.1 (18)	0.9	-	-	-	-	-	-	73.7 (2)	73.6 (2)	10.3	19,588 (49)	14,096 (49)	17.8 (46)T
CALIFORNIA		-	-	-	-	-	-	904 (-1)	53.0 (29)T	899 (-6)	38.4 (39)	+.5 (27)	53.0	63.8 (39)	68.1 (30)	24.2	29,132 (-6)	22,795 (-6)	22.1 (39)
COLORADO		19.9 (-5)T	29.9 (-8)	19.6 (-5)	66.8 (-4)	+0.3 (14)T	MET[10]	-	-	-	-	-	-	72.2 (30)	70.9 (29)	17.8	25,802 (16)	19,577 (17)	18.4 (39)
CONNECTICUT		-	-	-	-	-	-	916 (-5)	69.5 (-1)	896 (-61)T	69.1 (-1)	+18 (12)	31.0	80.4 (10)	78.6 (31)	9.6	26,410 (13)	18,858 (22)	14.0 (-1)
DELAWARE		-	-	-	-	-	-	917 (-3)	59.6 (-7)	897 (-5)	55.6 (-8)	+20 (-8)T	26.0	69.9 (35)	68.2 (34)	20.1	26,624 (23)	19,298 (20)	16.2 (10)T
DIST. OF COLUMBIA		-	-	-	-	-	-	832 (-10)	33.3 (-15)	821 (-21)	33.2 (-9)	+11 (-2)	MET[10]	56.8 (50)	52.8 (51)	35.2	33,990 (-2)	26,265 (-3)	14.2 (-3)
FLORIDA		-	-	-	-	-	-	895 (-13)	46.6 (-20)	889 (-9)T	37.3 (-21)	+.6 (-20)	44.0	61.2 (49)	60.2 (49)	28.6	22,250 (-33)	16,789 (-36)	16.6 (-22)T
GEORGIA		-	-	-	-	-	-	862 (-28)	39.6 (-16)	853 (-26)	40.1 (-15)	+10 (-13)	MET[10]	62.6 (-45)	63.0 (-39)	27.6	22,888 (-34)	16,363 (-46)	15.5 (-36)T
HAWAII		-	-	-	-	-	-	889 (-13)	51.3 (-5)T	887 (-5)T	47.2 (-5)T	+23 (-3)	44.0	72.8 (-5)T	74.0 (-16)	16.2	25,865 (-18)	22,956 (-7)	22.6 (-4)
IDAHO		19.8 (-11)T	30.3 (-33)	19.9 (-10)T	35 (-34)	+0.3 (14)T	0.7	-	-	-	-	-	-	76.7 (-19)	75.0 (-28)	13.3	20,869 (-44)	16,481 (-46)	22.0 (-44)
ILLINOIS		19.4 (-14)T	40.2 (-6)T	19.6 (-6)	47.0 (-3)	+0.8 (-6)T	0.7	-	-	-	-	-	-	74.0 (-28)	70.1 (-14)T	16.8	27,198 (-9)	21,889 (-11)	17.6 (-41)
INDIANA		-	-	-	-	-	-	899 (-12)	49.8 (-14)	888 (-17)	47.1 (-12)	+11 (-13)	32.0	76.4 (-14)	71.7 (-27)	13.6	24,279 (-33)	18,436 (-34)	15.8 (-34)T
IOWA		20.6 (-1)	36.3 (-17)	20.3 (-2)	36.3 (-15)	+0.3 (14)T	1.4	-	-	-	-	-	-	84.5 (-3)	84.1 (-2)	3.5	21,498 (-37)	18,278 (-26)	19.3 (-11)
KANSAS		19.2 (-11)T	40.6 (-5)	18.9 (-10)T	69.8 (-1)T	+0.3 (14)T	0.8	-	-	-	-	-	-	81.4 (-9)	80.7 (-7)	8.6	22,444 (-29)T	16,712 (-37)	15.4 (-12)
KENTUCKY		18.1 (-20)T	30.9 (-16)	17.5 (-23)T	33.7 (-16)	+0.6 (-7)T	0.3	-	-	-	-	-	-	68.2 (-36)	65.9 (-38)	21.8	20,966 (-41)	17,299 (-32)	19.2 (-11)
LOUISIANA		18.9 (-27)	37.5 (-9)	18.7 (-27)	69.8 (-1)T	+0.2 (-22)T	1.1	-	-	-	-	-	-	56.7 (-51)	61.5 (-47)	35.3	20,468 (-45)	17,938 (-28)	18.6 (-14)T
MAINE		-	-	-	-	-	-	998 (-10)	31.8 (-14)	899 (-6)	47.6 (-15)	+19 (-15)T	31.0	78.6 (-11)	78.1 (-32)	11.4	19,585 (-48)	15,185 (-46)	14.5 (-9)
MARYLAND		-	-	-	-	-	-	911 (-6)	62.0 (-2)T	892 (-9)T	50.2 (-12)	+12 (-4)T	29.0	72.7 (-25)	70.8 (-29)	12.5	27,184 (-15)	21,139 (-18)	17.5 (-5)T
MASSACHUSETTS		-	-	-	-	-	-	903 (-7)	64.0 (-2)	885 (-11)T	57.6 (-3)	+21 (-4)T	29.0	70.2 (-33)	75.6 (-33)	10.7	26,888 (-15)	20,200 (-15)	17.2 (-2)T
MICHIGAN		19.5 (-7)	31.6 (-31)	19.7 (-12)T	71.5 (-1)T	+0.8 (-7)T	0.9	-	-	-	-	-	-	71.9 (-31)T	71.0 (-30)	16.1	30,196 (-2)	24,383 (-2)	20.1 (-2)
MINNESOTA		20.3 (-1)	28.3 (-36)	20.0 (-1)	26.7 (-26)	+0.3 (-25)T	1.0	-	-	-	-	-	-	90.0 (-1)	89.7 (-1)	WET	27,568 (-7)	19,987 (-26)	21.2 (-26)
MISSISSIPPI		16.5 (-51)T	10.8 (-51)T	15.8 (-51)	7.5 (-51)	+0.8 (-51)T	MET[10]	-	-	-	-	-	-	61.0 (-46)	61.3 (-42)	28.0	16,450 (-50)	14,125 (-51)	20.1 (-20)T
MISSOURI		19.2 (-11)T	47.9 (21)	18.7 (-12)T	63.3 (-23)	+0.5 (-9)T	0.9	-	-	-	-	-	-	76.1 (-18)T	74.2 (-21)	13.9	21,974 (-35)	16,413 (-39)	16.5 (-20)T
MONTANA		19.8 (-7)	21.3 (-46)	19.5 (-6)	49.5 (-20)	+0.3 (14)T	1.3	-	-	-	-	-	-	82.9 (-8)	78.7 (-9)	7.1	22,482 (-31)	17,778 (-29)	15.9 (-14)T
NEBRASKA		20.8 (-4)	41.8 (-2)	19.9 (-4)	73.8 (-2)	+0.1 (-29)T	0.6	-	-	-	-	-	-	86.9 (-2)	81.9 (-6)	3.1	20,939 (-42)	16,326 (-38)	15.8 (-8)T
NEVADA		19.8 (-14)	49.1 (-26)	18.3 (-18)	46.5 (-24)	+0.7 (-4)T	0.3	-	-	-	-	-	-	63.9 (-42)	64.8 (-40)	26.1	25,618 (-29)	19,944 (-14)	20.8 (-43)
NEW HAMPSHIRE		-	-	-	-	-	-	939 (-1)	61.8 (-4)	923 (-1)	56.4 (-6)	+18 (15)T	37.0	75.2 (-22)	72.8 (-11)	14.8	28,265 (-47)	16,894 (-47)	19.9 (-16)T
NEW JERSEY		-	-	-	-	-	-	897 (-10)	67.0 (-1)	877 (-13)	64.7 (-3)	+20 (-8)T	27.0	77.3 (-13)	78.3 (-16)	13.7	27,178 (-19)	19,611 (-19)	19.1 (-3)
NEW MEXICO		17.2 (-46)	11.5 (-46)T	17.6 (-31)T	14.0 (-48)	+0.3 (-34)T	0.9	-	-	-	-	-	-	71.9 (-30)T	69.4 (-43)	18.1	22,604 (-29)T	18,698 (-23)	20.4 (-1)
NEW YORK		-	-	-	-	-	-	899 (-11)T	67.0 (-1)T	887 (-6)T	57.6 (-4)	+.4 (-50)	37.0	62.7 (-50)	63.0 (-46)T	27.3	30,670 (-1)	23,402 (-1)	19.2 (-1)
NORTH CAROLINA		-	-	-	-	-	-	888 (-15)	57.0 (-15)T	867 (-16)	46.6 (-16)	+.4 (-19)	29.0	70.2 (-34)	67.1 (-36)	19.7	23,720 (-38)	18,002 (-35)	17.6 (-31)
NORTH DAKOTA		19.9 (-3)T	6.7 (-47)	17.6 (-31)T	6.8 (-47)	+0.1 (-47)T	1.9	-	-	-	-	-	-	86.1 (-4)	85.9 (-1)	3.8	20,856 (-43)	17,626 (-31)	16.2 (-6)
OHIO		19.3 (-9)T	46.6 (-23)	19.0 (-9)	69.2 (-21)	+0.3 (14)T	0.7	-	-	-	-	-	-	76.1 (-18)T	77.5 (-10)	13.9	24,500 (-24)	18,556 (-25)	18.3 (-34)
OKLAHOMA		17.8 (-35)	48.1 (-20)	17.6 (-21)T	51.6 (-16)T	+0.2 (-22)T	0.9	-	-	-	-	-	-	71.1 (-33)	70.8 (-30)	18.9	21,619 (-39)	16,218 (-43)	16.6 (-22)T
OREGON		-	-	-	-	-	-	930 (-2)	46.0 (-19)	908 (-2)	41.7 (-19)	+22 (-4)T	8.0	72.7 (-29)	72.6 (-25)T	17.3	25,786 (-19)	20,385 (-12)	18.2 (-33)
PENNSYLVANIA		-	-	-	-	-	-	896 (-14)	56.6 (-11)	885 (-13)	51.6 (-10)	+.9 (-17)T	32.0	77.2 (-14)	76.0 (-16)	12.8	25,853 (-17)	19,482 (-18)	16.6 (-22)T
RHODE ISLAND		-	-	-	-	-	-	898 (-11)T	58.7 (-9)	877 (-14)	60.7 (-5)	+21 (-4)T	29.0	67.6 (-37)	72.7 (-24)	22.6	29,670 (-5)	21,659 (-8)	15.1 (-10)
SOUTH CAROLINA		-	-	-	-	-	-	826 (-28)	50.0 (-17)	798 (-22)	48.5 (-14)	+56 (-1)	MET[10]	62.6 (-47)	63.8 (-42)	27.6	21,539 (-36)	19,610 (-44)	17.0 (-38)T
SOUTH DAKOTA		19.9 (-3)T	6.9 (-47)	19.1 (-8)	6.7 (-47)	+0.8 (-23)T	0.7	-	-	-	-	-	-	85.1 (-5)	82.7 (-5)	4.9	18,805 (-51)	16,757 (-40)	16.0 (-8)
TENNESSEE		18.8 (-23)	20.8 (-40)	17.5 (-33)T	26.3 (-31)T	+0.3 (-9)T	0.3	-	-	-	-	-	-	64.1 (-41)	67.8 (-33)	23.9	21,680 (-34)	16,288 (-42)	20.4 (-45)
TEXAS		-	-	-	-	-	-	877 (-17)	39.3 (-22)	868 (-16)	32.4 (-22)	+.9 (-17)T	44.0	63.2 (-43)	63.6 (-43)	26.8	23,160 (-21)	17,362 (-30)	17.6 (-29)
UTAH		19.1 (-16)T	61.7 (-3)	18.8 (-17)	69.6 (-3)	+0.7 (-6)T	0.0	-	-	-	-	-	-	73.8 (-28)	75.8 (-17)	14.1	22,341 (-32)	18,106 (-27)	21.6 (-3)
VERMONT		-	-	-	-	-	-	916 (-6)	61.8 (-5)	904 (-3)	54.2 (-7)	+12 (16)	19.0	83.6 (-7)	79.6 (-8)	6.6	20,525 (-46)	16,715 (-49)	14.1 (-21)
VIRGINIA		-	-	-	-	-	-	908 (-8)	58.9 (-8)	885 (-11)T	51.0 (-11)	+20 (-8)T	11.0	73.7 (-27)	73.6 (-22)	16.3	23,382 (-26)	17,888 (-34)	16.9 (-25)
WASHINGTON		-	-	-	-	-	-	-	-	-	-	-	-	76.9 (-25)	76.1 (-14)T	15.1	26,015 (-15)	22,956 (-5)	28.7 (-48)
WEST VIRGINIA		17.7 (-26)	47.5 (-22)	17.6 (-25)	48.5 (-22)	+0.1 (-16)T	1.1	-	-	-	-	-	-	72.8 (-28)	66.3 (-37)	17.2	20,627 (-44)	17,129 (-33)	15.7 (-13)
WISCONSIN		20.5 (-2)	38.6 (-25)	20.4 (-1)	32.0 (-26)	+0.1 (-25)T	0.2	-	-	-	-	-	-	84.0 (-6)	83.1 (-4)	6.0	24,525 (-14)	19,387 (-19)	16.5 (-20)T
WYOMING		19.7 (-8)	33.6 (-12)	19.2 (-7)	52.2 (-7)	+0.5 (-9)T	0.9	-	-	-	-	-	-	76.3 (-24)	72.4 (-25)T	15.7	27,226 (-8)	21,249 (-9)	14.6 (-41)
U.S. AVERAGE		18.6	-	18.4	-	+0.6	0.5	906	-	893	-	+13	31.0	78.6	69.7	19.4	$23,313	$19,274	$17,0

FOOTNOTES FOR THIS CHART ARE ON PAGE 19

Reforms, and Population Characteristics, 1982 and 1986

RESOURCE INPUTS									STATE REFORMS						POPULATION CHARACTERISTICS				STATE
TEACHER PAY[10]		PUPIL/STAFF RATIO[11] (TEACHERS AND OTHER EMPLOYEES)		FEDERAL FUNDS AS PERCENT OF SCHOOL REVENUES		CURRENT EXPENDITURES PER PUPIL		EXPENDITURES AS PCT. OF INCOME PER CAPITA	MINIMUM COMPETENCY TESTING FOR GRADE LEVEL PROMOTION[12]	MINIMUM COMPETENCY TESTING FOR GRADUATION[13] (FIRST GRADUATING CLASS SUBJECT TO TESTING STANDARDS)	STATE INTERVENTION IN ACADEMICALLY BANKRUPT DISTRICTS AND YEAR IMPLEMENTED[14]	PERFORMANCE BASED TEACHER INCENTIVES IN STATE[15]	ALTERNATIVE TEACHER CERTIFICATION OFFERED IN STATE[16]	NEW TEACHERS REQUIRED TO TAKE NTE, STATE OR OTHER CERTIFICATION EXAM AND YEAR IMPLEMENTED[17]	PER CAPITA INCOME 1986	PERCENT POVERTY AGES 5-17 1980	MINORITY PERCENT OF ENROLLMENT 1986	HANDICAPPED PERCENTAGE OF ENROLLMENT[18] 1986	
1982	1986	1982	1986	1982	1986	1982	1986	1982											
(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	
21.7 (44)T	11.9 (46)	10.9 (44)	10.5 (5)	14.97 (2)	$2,325 (30)	$2,963 (43)	21.8 (43)	23.4 (24)	NO	1989	NO	CL	PR	STATE (1981)	$10,625 (46)	23.1 (33)T	36.0 (12)T	12.3 (18)T	ALABAMA
14.0 (9)	9.0 (3)	8.1 (2)	8.2 (27)	7.0 (26)	7,043 (1)	6,312 (1)	43.1 (1)	36.0 (1)	NO	-	NO	CL	-	-	10,187 (5)	11.4 (36)	26.6 (29)T	11.1 (21)T	ALASKA
12.6 (36)	10.2 (44)	10.1 (38)	9.9 (13)	9.2 (16)	2,726 (42)	2,465 (33)	25.8 (44)	27.4 (33)T	YES	1976	NO	-	PR	STATE (1986)	12,705 (29)	19.6 (11)	38.0 (18)	9.6 (42)T	ARIZONA
10.4 (50)	9.3 (25)	9.9 (27)T	12.0 (4)	14.9 (2)T	2,353 (49)	1,861 (50)	22.5 (39)	21.2 (42)	NO	-	YES (1984)	TS/DT	PR	NTE (1983)	10,476 (49)	22.7 (5)	24.8 (29)T	10.9 (27)	ARKANSAS
22.3 (1)T	11.6 (48)	10.4 (43)T	7.9 (10)T	9.3 (19)	3,284 (27)	2,671 (27)	28.3 (8)	29.2 (10)	YES	1979	NO	TI	SA	STATE (1982)	14,865 (6)	16.2 (22)	49.9 (5)	8.9 (47)	CALIFORNIA
18.7 (29)	9.5 (26)T	9.9 (27)T	4.7 (41)T	5.3 (36)T	3,697 (17)	2,914 (17)	25.8 (29)	25.9 (31)	NO	-	NO	TI/CL	PR	STATE (1983)	14,812 (10)	19.8 (40)T	23.8 (25)	8.7 (46)	COLORADO
19.8 (6)T	12.2 (47)	9.2 (11)T	5.8 (50)	6.9 (45)T	4,738 (4)	3,188 (9)	26.2 (17)T	22.4 (34)T	NO	-	NO	TI	PR	STATE (1985)	18,889 (3)	10.6 (44)	19.8 (27)	14.2 (5)	CONNECTICUT
17.8 (28)T	9.8 (19)	9.5 (17)T	7.8 (29)	10.6 (12)	4,184 (9)	3,198 (8)	29.5 (48)	27.1 (18)	NO	1981	NO	CL/TI	-	OTHER (1983)	14,272 (14)	14.6 (20)	29.8 (18)	16.5 (2)	DELAWARE
18.5 (29)T	8.3 (51)	9.8 (6)T	11.7 (3)	13.1 (6)	4,571 (5)	3,792 (3)	25.2 (27)	25.3 (16)	NO	1983	NO	TI/CL	PR	-	18,168 (2)	26.3 (2)	96.8 (1)	8.1 (50)	DIST. OF COLUMBIA
19.9 (23)T	8.7 (12)T	9.5 (17)T	7.6 (22)	8.4 (20)T	3,238 (29)	2,463 (34)	23.6 (35)	21.7 (39)	YES	1983	NO	SA/CL	PR	STATE (1980)	15,762 (29)	17.7 (16)	32.8 (14)	11.1 (21)T	FLORIDA
21.5 (7)T	9.9 (20)T	13.5 (1)T	8.5 (25)T	10.7 (11)	2,657 (42)	3,012 (44)	21.2 (47)T	28.9 (47)T	YES	1985	YES (1984)	CL	PR	STATE (1984)	12,345 (32)	19.5 (11)	37.0 (11)	8.6 (49)	GEORGIA
22.7 (2)T	9.6 (30)T	10.8 (41)T	10.9 (1)	11.7 (9)	3,440 (23)	2,852 (25)	25.1 (36)	24.3 (37)	NO	1988	NO	-	-	NTE (1984)	13,814 (18)	11.7 (36)	77.0 (2)	7.1 (51)	HAWAII
20.1 (44)	11.0 (46)	12.3 (5)	7.7 (21)	8.8 (24)	3,491 (45)	3,090 (46)	21.6 (46)	29.8 (43)T	NO	1983	NO	DT	-	-	11,135 (48)	15.5 (34)	7.0 (45)T	9.5 (44)T	IDAHO
22.0 (2)T	10.7 (36)	11.0 (40)	6.9 (46)T	6.8 (45)T	3,339 (31)	3,036 (38)	25.0 (34)	25.6 (35)T	NO	-	NO	TI	-	STATE (1984)	14,738 (19)	15.9 (23)T	28.0 (14)	15.5 (2)T	ILLINOIS
21.0 (5)T	9.5 (34)T	10.6 (34)	9.9 (46)T	6.1 (39)	3,021 (37)	2,896 (33)	25.9 (32)	25.5 (36)T	NO	-	NO	TI	-	NTE (1984)	12,506 (33)	11.8 (49)	13.0 (33)T	10.8 (38)	INDIANA
16.3 (51)T	8.5 (37)T	9.9 (8)T	6.8 (40)	5.2 (41)T	3,630 (24)	2,876 (19)	27.3 (16)	26.6 (16)T	NO	-	NO	-	-	-	12,594 (31)	10.6 (48)T	4.0 (48)	11.6 (16)T	IOWA
19.7 (8)T	8.6 (15)T	8.3 (4)	6.9 (38)T	5.3 (38)T	3,368 (28)	2,815 (21)	25.8 (25)T	25.8 (29)T	NO	-	NO	TI	PR	OTHER (1986)	13,775 (19)	10.7 (45)	12.0 (35)	10.0 (35)T	KANSAS
20.8 (43)	9.8 (31)	10.8 (41)T	12.8 (3)	14.3 (4)	2,590 (44)	1,906 (47)	22.1 (41)	20.6 (45)T	YES	-	YES (1984)	CL	-	NTE (1985)	10,824 (45)	21.2 (7)	11.0 (36)T	11.4 (19)	KENTUCKY
19.6 (34)	9.1 (29)	9.3 (33)	10.6 (10)	9.6 (14)	2,985 (37)	2,599 (39)	25.8 (25)T	25.8 (29)	YES	-	NO	CL/SI	PR	NTE (1978)	11,274 (39)	23.1 (3)T	44.0 (4)	8.7 (48)	LOUISIANA
20.1 (40)	8.9 (17)T	11.4 (46)	6.2 (26)T	7.9 (25)	3,026 (35)	2,221 (41)	25.6 (26)	25.2 (38)	NO	-	NO	CL/OT	PR	NTE (1988)	11,887 (37)	13.1 (10)T	1.8 (50)T	15.5 (4)	MAINE
23.3 (1)T	9.4 (24)T	9.7 (20)T	7.0 (32)	6.8 (34)	4,188 (10)	3,870 (7)	28.3 (10)T	31.5 (2)T	NO	1983	NO	SA	PR	-	13,944 (8)	11.1 (38)	49.8 (6)	11.1 (21)T	MARYLAND
19.0 (47)	8.6 (50)T	9.8 (12)T	8.8 (33)	9.8 (34)T	4,888 (3)	4,138 (3)	29.6 (2)T	29.6 (2)T	NO	-	NO	TI	SA	OTHER (1983)	16,380 (5)	12.3 (33)	33.0 (23)T	14.5 (3)	MASSACHUSETTS
22.0 (3)T	10.2 (39)T	11.8 (48)	9.7 (41)T	9.8 (37)	3,998 (33)	3,698 (30)	28.3 (13)	28.3 (7)T	NO	-	NO	-	-	-	12,606 (21)	13.6 (30)	21.0 (26)	9.6 (45)	MICHIGAN
21.0 (3)T	10.0 (29)T	9.9 (42)T	9.8 (44)T	9.7 (23)	3,679 (38)	3,003 (32)	26.6 (40)T	27.0 (34)	NO	-	NO	TI	-	-	14,887 (15)	9.8 (46)	7.8 (43)T	12.6 (31)T	MINNESOTA
21.5 (4)T	9.8 (47)T	9.7 (31)T	14.8 (1)	18.6 (1)	4,487 (48)	3,396 (45)	33.7 (50)	31.8 (50)T	NO	1987	NO	TI	PR	NTE (1977)	9,187 (51)	30.6 (1)	31.0 (9)	11.3 (28)	MISSISSIPPI
17.8 (49)	8.8 (30)T	8.9 (7)	7.2 (25)	8.6 (29)T	2,938 (46)	2,562 (37)	22.3 (48)	21.6 (48)T	NO	-	NO	CL	PR	OTHER (1988)	13,244 (25)	14.0 (24)T	18.0 (28)	12.9 (10)T	MISSOURI
16.5 (11)T	12.1 (46)	9.8 (27)T	8.6 (14)	8.9 (27)T	3,847 (16)	2,998 (16)	25.1 (3)	29.8 (4)	NO	-	NO	-	-	NTE (1986)	10,976 (45)	12.7 (30)	15.9 (30)T	10.0 (35)T	MONTANA
19.7 (8)T	8.6 (10)T	8.6 (3)T	6.8 (25)	8.9 (27)T	3,471 (22)	2,704 (26)	26.1 (19)T	26.7 (21)	NO	-	NO	CL	-	OTHER (1989)	13,281 (24)	11.6 (37)	8.0 (41)T	11.5 (18)	NEBRASKA
21.1 (48)	12.3 (51)	13.0 (49)	5.6 (34)	3.8 (44)	2,829 (48)	2,624 (35)	19.5 (51)	19.5 (50)	NO	1982	NO	-	-	-	14,466 (13)	9.4 (49)	22.9 (26)T	9.2 (44)T	NEVADA
16.8 (13)T	9.5 (26)T	10.6 (34)T	6.9 (36)T	6.5 (46)T	3,271 (25)	2,509 (31)	21.9 (42)	21.9 (37)T	YES	-	NO	TI	IA	NTE (1985)	14,964 (9)	8.9 (50)	2.9 (49)	10.0 (35)T	NEW HAMPSHIRE
20.7 (5)T	9.1 (4)	9.8 (6)T	6.8 (40)T	6.9 (45)T	4,004 (6)	3,474 (4)	31.8 (1)T	30.6 (1)T	NO	1983	YES (1978)	TI	PR	NTE (1985)	17,216 (4)	13.5 (27)	50.0 (13)	13.3 (3)	NEW JERSEY
18.8 (30)T	10.5 (47)T	9.8 (34)T	12.7 (2)	11.3 (10)	3,139 (32)	2,795 (28)	30.9 (3)	29.9 (5)T	NO	1981	NO	-	PR	NTE (1985)	10,915 (46)	21.7 (6)	25.0 (9)	10.6 (39)T	NEW MEXICO
17.6 (45)	8.0 (9)	9.5 (17)T	8.0 (37)	9.0 (34)	3,692 (2)	4,088 (2)	30.2 (4)	33.2 (1)	NO	1979	NO	TI	-	NTE (1984)	16,028 (7)	17.0 (14)	36.0 (19)T	11.0 (24)T	NEW YORK
19.0 (37)T	9.9 (32)T	10.5 (36)T	9.2 (32)	11.0 (7)	3,025 (45)	2,537 (42)	22.6 (49)T	24.7 (33)	NO	1980	NO	CL	PR	NTE (1984)	14,613 (38)	17.0 (16)	30.0 (18)	10.5 (33)T	NORTH CAROLINA
19.0 (37)T	8.7 (13)T	9.7 (30)T	8.0 (35)T	5.0 (39)T	3,018 (50)	2,722 (33)	21.6 (46)	22.0 (46)	NO	-	NO	-	-	-	12,052 (36)	15.9 (36)T	6.0 (45)T	10.0 (35)T	NORTH DAKOTA
19.7 (39)	9.9 (32)T	10.9 (34)T	5.1 (34)	6.3 (31)T	3,257 (26)	2,492 (32)	24.6 (38)T	22.9 (32)	YES	1990	YES (1983)	CL	-	-	13,226 (26)	12.2 (34)	16.0 (29)	11.1 (21)T	OHIO
17.2 (47)T	8.9 (17)T	9.8 (26)T	6.9 (27)	9.2 (17)	2,858 (39)	2,673 (26)	25.3 (34)	23.5 (28)	NO	-	NO	TI	PR	STATE (1982)	12,232 (34)	15.1 (18)T	24.0 (22)	11.0 (24)T	OKLAHOMA
20.3 (41)	9.6 (26)T	9.6 (29)	6.2 (29)T	6.9 (27)T	3,889 (12)	3,299 (6)	30.8 (7)T	31.3 (3)	NO	1978	NO	TI	PR	OTHER (1985)	12,622 (30)	10.8 (40)T	10.0 (38)T	10.6 (31)T	OREGON
17.3 (49)T	9.2 (21)T	9.4 (14)T	4.6 (43)T	5.3 (38)T	4,237 (8)	3,050 (12)	31.3 (6)	26.8 (12)T	NO	-	NO	TI	IA	-	13,637 (23)	13.2 (28)	15.9 (30)T	12.0 (12)	PENNSYLVANIA
16.1 (50)	9.6 (29)T	9.9 (27)T	4.5 (45)T	3.1 (45)	4,285 (7)	3,060 (15)	30.8 (7)T	27.8 (11)	NO	-	NO	TI	-	-	13,986 (16)	12.6 (31)	11.9 (34)T	14.4 (4)	RHODE ISLAND
18.8 (32)	9.9 (32)T	10.5 (34)T	10.1 (11)	10.1 (13)	2,881 (44)	1,997 (48)	24.8 (42)T	21.9 (37)T	YES	1990	YES (1983)	TI/SI	PR	NTE (1982)	10,586 (47)	20.7 (8)	41.0 (8)	11.9 (20)	SOUTH CAROLINA
19.8 (9)	8.8 (8)T	9.8 (6)T	13.0 (2)	11.8 (4)	2,892 (38)	2,300 (39)	25.9 (31)T	24.6 (26)	NO	-	NO	-	PR	NTE (1984)	11,161 (41)	15.4 (33)	7.9 (46)T	11.8 (23)T	SOUTH DAKOTA
20.2 (42)	10.4 (42)	10.5 (36)T	11.6 (6)	13.2 (5)	2,363 (47)	1,805 (48)	21.8 (44)	20.6 (49)T	YES	1982	NO	CL	-	NTE (1981)	11,263 (40)	20.2 (10)	22.9 (24)T	11.7 (15)	TENNESSEE
18.4 (26)	12.3 (49)	9.6 (16)T	6.6 (30)	8.4 (19)	3,045 (34)	2,229 (44)	22.6 (37)T	19.1 (51)	NO	1987	YES (1984)	CL	IA	STATE (1984)	13,483 (22)	18.6 (17)	63.0 (3)	8.6 (42)T	TEXAS
17.5 (33)	10.7 (38)	10.2 (31)	5.9 (38)	6.5 (31)T	2,539 (41)	1,870 (49)	21.2 (47)T	20.8 (43)T	NO	1988	NO	CL	-	-	10,693 (48)	9.8 (47)	7.0 (45)T	10.9 (31)T	UTAH
15.3 (6)	7.6 (2)	8.2 (5)	5.7 (31)	5.7 (36)	3,651 (19)	2,793 (22)	30.1 (9)	28.2 (8)	YES	1981	NO	TI	-	-	12,117 (35)	13.0 (29)	1.8 (50)T	11.8 (16)	VERMONT
17.8 (22)T	9.2 (21)T	9.8 (24)T	7.0 (24)	8.4 (29)T	3,155 (31)	2,384 (36)	21.7 (44)	20.6 (47)T	NO	1981	NO	CL/TI	PR	NTE (1980)	14,562 (12)	10.6 (21)	28.0 (10)	10.6 (29)T	VIRGINIA
21.7 (44)T	11.7 (44)	12.3 (48)	5.5 (33)	6.8 (33)	3,723 (16)	2,658 (28)	26.6 (15)	22.6 (36)	NO	-	NO	CL/OT	-	STATE (NA)	13,876 (17)	10.3 (45)	16.0 (32)	9.1 (46)	WASHINGTON
17.3 (19)T	8.7 (12)T	9.4 (14)T	7.9 (18)T	8.7 (18)	3,246 (28)	2,595 (29)	31.8 (5)	28.5 (5)T	NO	-	NO	TI	-	STATE (1985)	10,193 (50)	18.2 (13)	5.0 (47)	13.0 (9)	WEST VIRGINIA
17.2 (17)T	9.9 (32)T	10.0 (32)	6.6 (43)T	5.8 (35)	3,816 (15)	2,935 (16)	29.0 (11)	26.6 (16)T	YES	-	NO	CL/TI	-	-	13,154 (28)	9.6 (47)	11.0 (36)T	9.0 (30)	WISCONSIN
15.6 (13)T	7.2 (11)	8.8 (11)	3.3 (51)	3.2 (51)	6,799 (3)	3,617 (5)	36.3 (2)	27.7 (9)	NO	-	NO	-	-	-	13,223 (27)	7.5 (51)	10.0 (39)T	10.6 (33)T	WYOMING
18.9	9.6	10.0	6.8	7.6	$3,449	$2,726	26.9	25.8	-	-	-	-	-	-	$13,867	15.3	29.8	11.0	U.S. AVERAGE

SOURCE: U.S. DEPARTMENT OF EDUCATION